

How to Conduct a Stimulating Morning Report

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Outline

- Some useful techniques to think about:
 - 1. Use the traditional classification of diseases
 - 2. Brush up on your physical exam
 - 3. Embrace technology
 - 4. Use evidence-based medicine
 - 5. Integrate the ITE (**In-Training Examination**) and classic questions
 - 6. Use radiology, EKGs, and labs for teaching
 - 7. Use morning report to teach systems-based practice
 - 8. Use sources to discuss appropriateness of lab and imaging requests
 - 9. Integrate basic sciences:
 - 10. consider using the morning report to develop a plan
 - At the end of the session
 - Resources

Some useful techniques to think about

1. Use the traditional classification of diseases

- Helps learners (particularly at the beginning of the year) develop a **differential** based on system
 - e.g. cardiac, metabolic, infections, malignancy, etc.

2. Brush up on your physical exam

- A great time to **relearn** physical exam and teach **techniques**.
- **Bring** the **patient** into the room:
 - If you are the teaching attending and the patient has an interesting physical exam finding and **agrees** to participate

3. Embrace technology

- For the “**boring** or oft-repeated complaint,” pull up **videos** from:
 - YouTube,
 - New England Journal of Medicine (procedure videos),
 - American College of Cardiology,
 - American Thoracic Society
- Familiarize yourself with the content

4. Use evidence-based medicine

- Use the **PICO** (population, intervention, control, outcome) to develop a clinical question
- Make sure that the **resident** assigned the question **follows up**
- If you are unable to attend, **assign the next day's facilitator** to ask for the resident's answer

5. Integrate the ITE (In-Training Examination) and classic questions

- Provide helpful learning **points**:
 - hypotension responsive to fluids is classic in right ventricular infarction

6. Use radiology, EKGs, and labs for teaching

- Divide the residents in **small groups**
- Have them look up **manifestations** of disease and their **labs**

7. Use morning report to teach systems-based practice

- Pull up the **health record** (electronic) and demonstrate:
 - tips,
 - calculators,
 - the importance of having the correct documentation

8. Use sources to discuss appropriateness of lab and imaging requests

- The American Board of Internal Medicine's **Choosing Wisely**
 - to discuss the appropriateness of tests.
- American College of Radiology
 - has imaging appropriateness criteria for imaging

9. Integrate basic sciences:

- Pathophysiology
- Biochemistry
- Pharmacology
- Invite the librarian, pharmacist, or the nurse if relevant.

10. consider using the morning report to develop a plan

- For patients with **multiple admissions**
- As a follow up, invite the **case manager, nurse**, and perhaps the **palliative care** team.

At the end of the session

- Remember, ask your learners to **state one thing** that they learned from the session
- This ensures that they **will retain** the information
- **Restate** the learning points that you taught them, and point them to the right **resources**
- Above all, make it a **safe** learning environment
- **Don't be afraid** to say “I am not sure” or “I don't know” and look it up together

At the end of the session

- Make sure that you **analyze** what went well and what did not
 - This ensures your growth as a teacher.
- If you have an education specialist, mentor, or colleague, invite him/her to **observe you**, and write down shared observations

In the words of Colin Powell,
there are no secrets to success.
It is the result of preparation, hard
work, and learning from failure.

Resources

1. Videos in Clinical Medicine

<http://www.nejm.org/multimedia/medical-videos>

2. Cardiosource: ACC guidelines

<http://www.cardiosource.org/science-and-uality/practiceguidelines-and-qualitystandards.aspx>

3. American College of Cardiology Appropriateness Criteria

<http://www.acr.org/Quality-Safety/Appropriateness-Criteria>

4. ACP Journal Club

<http://acpjc.acponline.org/>

Resources

5. Center for Health Evidence

<http://www.cche.net/projects/main.asp>

6. Rational Physical Exam

<http://jamaevidence.com/resource/523>

7. ECG wave maven

<http://ecg.bidmc.harvard.edu/maven/mavenmain.asp>

8. Mededportal

<https://www.mededportal.org> :

You need to register; it's free and has lots of teaching ideas.

Resources

9. Journal of General Internal Medicine: The new website has lots of teaching resources.

10. Annals of Internal Medicine (particularly the Annals for Educators section): It walks you through great teaching tips for topics.

11. YouTube: Another great resource for videos. Remember to check the video in its entirety before hand, especially if it is long, and request the resident or the chief to download it beforehand. Keep a couple of questions handy for stimulating discussion.

12. TALENT (Teaching and Learning Education for New Teachers): A short helpful module

<http://somis.umh.edu/talent/index.asp>

13. SGIM: Great handouts are available from meeting workshops

<http://www.sgim.org/resource-library?k=ResourceLibrary>

Reference:

- Devine LA, Gold WL, Page AV, Shumak SL, Wong BM, Wong N, Stroud L. Tips for Facilitating Morning Report. Canadian Journal of General Internal Medicine. 2017. 12(1): 21-25.
- Radhakrishnan P. Demystifying Morning Report: How to Conduct a Stimulating Morning Report: Part I. SGIM FORUM. 2013; 36(9): 1-2.